

LODDON PRIMARY SCHOOL

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Assessment Information Sheet for Parents/Carers

Approach to Assessment and Progress Tracking against the New Curriculum

In April 2014 the Department for Education (DfE) released 'Assessment Principles', a document outlining the core values all effective assessment systems should implement as part of the changes introduced with the 2014 reformed National Curriculum. As the '*Government will not impose a single system for ongoing assessment*', it is up to schools to implement a system that can: '*Give reliable information to parents about how their child, and their child's school, is performing, help drive improvement for pupils and teachers and make sure the school is keeping up with external best practice and innovation.*' As levels were designed to assess a curriculum that is no longer taught in schools it was no longer appropriate for us to continue with this method of recording assessment. Thus along with around 25% of schools nationally we have adopted a system of '**Bands and Steps**' which is recorded within a software system known as 'Target Tracker'.

Tracking Attainment

The new National Curriculum has set out clear expectations for what children should achieve by the end of each key stage and, for English, Maths and Science, has provided guidance as to when in each phase this content should be covered.

The statutory statements published in the National Curriculum show end of year expectations. Curriculum advisers at Target Tracker have worked collaboratively with highly skilled practitioners to produce guidance and exemplification to support transition and, a key concern with any new system, moderation. (*Moderation is the process of teachers sharing their expectations and understandings of standards with each other in order to improve the consistency of their decisions about student learning and achievement.*) These examples are presented in the Target Tracker software and aid teachers in making accurate assessment judgements against the new curriculum.

Tracking Attainment and Progress with Steps

To track pupil attainment Target Tracker have devised a system of '**Steps**'. This performs the function of communicating progression and attainment in a simple format that may be aggregated to produce reports of overall and average progress. This is based on a carefully considered logical approach to assessment and follows on from the assessment system within Foundation Stage. It is these '**Steps**' which are reported in termly report cards and as part of the end of year report.

Each year band has been broken down into six steps: beginning (b) beginning + (b+) working within (w) working within + (w+) secure (s)secure + (s+)

The three broader sections may be thought of in these terms:

- Beginning - Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in.
- Working Within - Pupil learning is fully focussed on the criteria for the band. Up to 70% of the statements are confidently achieved.
- Secure - Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.



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Where the sections have been broken down into further steps this is designed to allow teachers to represent and report progress for a pupil where they may not feel that the best fit is within the next section. For example, a pupil may be assessed as Band 2 Beginning in the Autumn term in Year 2. The next time the teacher records a summative assessment they may not feel that the pupil has progressed to Working Within, but the pupil has made progress. An assessment of Beginning + allows that progress to be represented and will feed through to overall class and key stage reporting. The inability to record smaller progress measures was a frustrating issue with the outgoing levels (and points) system.

At appropriate half termly intervals, teachers select a step to show where each pupil in their class is working based on assessment evidence gathered during that half term. Lower and higher achieving pupils may be working at a band outside of their current year, and can be recorded as such where the evidence of their learning outcomes at school and the curriculum content they are taught supports this judgement.

For children to be working at age related expectation, they would need to reach the secure (s) step at the end of the appropriate year. Secure + effectively represents the consolidation of the band and, while pupils will still need to pass through it in the following year, it allows us to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts. Secure + demonstrates the foundation from which a pupil may proceed onto the criteria in the following band.

The New Curriculum does allow schools to have the flexibility to introduce content earlier or later than set out in the programme of study. However, it is important for children to have opportunities to apply their understanding in a range of challenging real life contexts, and to demonstrate their mastery of a particular skill at a deep and thorough level before moving on. We would expect children who are secure (s) in the band of statements they are working on to have these experiences, and therefore be working at the secure + (s+) step before being assessed against the following year band statements. We want our children to have a deep understanding of the curriculum and not to be at risk of forgetting 'superficial learning' if rushed onto the next band without appropriate opportunity to apply what they have learnt.

Pupils working below band 1 and pupils with SEN

Year 1 pupils who are working below the beginning of the Year 1 band could still be assessed in the EYFS 40-60 w, 40-60 w+, 40-60 s or 40-60 s+ month band steps. (Please note that assessments made in the EYFS section of the Target Tracker software will not transfer across to Key Stage 1, as the subjects do not match.) For pupils with SEN who are yet to show evidence of understanding against band 1, they can be assessed using P-Scales so progression through into the Year band 1 can be tracked.



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